# Common Core State Standards and Imagine Learning K-3 Correlation



	Kindergarten			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
Reading	Standards for Literature			
Key Ideas	and Details			
RL.K.1.	With prompting and support, ask and answer questions about key details in a text.	Beginning Books (Understand What I Read)  This activity prepares students to meet the standard.	Students answer literal and inferential questions about the story they have listened to and read. Questions are read to the student at the beginning, but eventually students must read the questions on their own.	
		Read-Alongs	Students listen to narrative books as they follow along with written text. Each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, as well as predictable text support reading and comprehension. At the end of the book, students answer questions about key details in the text.	
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.	Beginning Books (Understand What I Read)  This activity prepares students to meet the standard.	Students answer literal and inferential questions about the story they have listened to and read. Questions are read to the student at the beginning, but eventually students must read the questions on their own.	
Craft and	Structure			
RL.K.4.	Ask and answer questions about unknown words in a text.	Beginning Books (Find the Word)	Before students read a story independently, they identify target words and punctuation marks on each page. Target words include both decodable words and sight words.	
RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Everyday Words in Scenes This activity prepares students to meet the standard.	Students are directly taught nouns, including title, author, and illustrator, by hearing each noun and associating it with a graphic. Students practice identifying the noun by clicking the graphic and hearing the target word.	
		Explore Everyday Words  This activity prepares students to meet the standard.	Students click word pictures, hear the words spoken, and drag the pictures onto a background, creating their own scene with newly learned vocabulary words. This includes words such as <i>author</i> and <i>illustrator</i> .	

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		Recognize Everyday Words  This activity prepares students to meet the standard.	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games. These include words such as <i>title</i> , <i>author</i> , and <i>illustrator</i> .	
		Beginning Books (Listen and Read)  This activity prepares students to meet the standard.	Students hear a skilled reader model thought processes after looking at the cover of the story. The model reads the title of the book, as well as the author and illustrator.	
		Let's Talk	Students watch videos of children using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. In one video, students meet an illustrator.	
		Read-Alongs  This activity prepares students to meet the standard.	Students listen to narratives as they follow along with written text. At the beginning of each story, the title is read and the author and illustrator are identified. Additionally, each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, and predictable text support reading and comprehension.	
Integratio	n of Knowledge and Ideas			
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Read-Alongs This activity prepares students to meet the standard.	Students listen to narrative books as they follow along with written text. Each word is highlighted as it is spoken. Students can click any word to hear it repeated, click the Repeat button to hear each line read again, and roll over pictures to hear the name of the item illustrated. Students sequence pictures from the story at the end of five of the Read-Alongs.	
		Printout: Sequence Story Events  This activity prepares students to meet the standard.	This printout is connected to "Read-Alongs." Students listen to a story and retell the story based on a sequence of pictures on the printout. Then they draw, write, and tell about personal experiences related to stories they have heard.	

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RL.K.10.	Actively engage in group reading activities with purpose and understanding.	Read-Alongs This activity prepares students to meet the standard.	Students listen to narrative books as they follow along with written text. Each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, as well as predictable text support reading and comprehension.	
Reading S	standards for Informational Text			
Key Ideas d	and Details			
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.	Read-Alongs This activity prepares students to meet the standard.	Students listen to informational books as they follow along with written text. Each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, as well as predictable text support reading and comprehension. At the end of the book, students answer questions about key details in the text	
Craft and S	Structure			
RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Everyday Words in Scenes This activity prepares students to meet the standard.	Students are directly taught nouns, including <i>title</i> , <i>author</i> , and <i>illustrator</i> , by hearing each noun and associating it with a graphic. Students practice identifying the noun by clicking the graphic and hearing the target word.	
		Explore Everyday Words  This activity prepares students to meet the standard.	Students click word pictures, hear the words spoken, and drag the pictures onto a background, creating their own scene with newly learned vocabulary words, including <i>author</i> and <i>illustrator</i> .	
		Recognize Everyday Words  This activity prepares students to meet the standard.	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games. These include words such as <i>title</i> , <i>author</i> and <i>illustrator</i> .	
		Let's Talk	Students watch videos of children using useful phrases or social greetings in a variety of authentic contexts. Children in the video then invite students to repeat the target speech. In one video, students meet an illustrator.	

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		Read-Alongs This activity prepares students to meet the standard.	Students listen to informational books as they follow along with written text. At the beginning of each story, the title is read and the author and illustrator are identified. Additionally, each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, as well as predictable text support reading and comprehension.
Integratio	n of Knowledge and Ideas		
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Read-Alongs This activity prepares students to meet the standard.	Students listen to informational books as they follow along with written text. Each word is highlighted as it is spoken. Students can click any word to hear it repeated, click the Repeat button to hear each line read again, and roll over pictures to hear the name of the item illustrated. Students sequence pictures from the story at the end of five of the Read-Alongs.
RI.K.10.	Actively engage in group reading activities with purpose and understanding.	Read-Alongs This activity prepares students to meet the standard.	Students listen to informational books as they follow along with written text. Each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, as well as predictable text support reading and comprehension.
Reading	Standards: Foundational Skills		
Print Cond	cepts		
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	How to Read a Story Tutorial	Students learn that when the last word on the page is highlighted, it is time to explore and/or turn the page. This is done by either clicking the hand in the upper corner, which flips the page, or by dragging the corner, which simulates actually turning a page.
		Read-Alongs	Students listen to narrative and informational books as they follow along with written text. Each word is highlighted as it is spoken, which reinforces left-to-right text directionality.

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		Beginning Books (Listen and Read)	Students follow along with text as a model reads each page of a story. Each word is highlighted as it is spoken, which reinforces left-to-right text directionality. At the end of the text, students are prompted to turn the page.	
RF.K.2b	Recognize that spoken words are represented in written language by specific sequences of letters.	Read-Alongs	Students read along as they hear children narrate stories and informational text. The words in the story are highlighted as they are spoken, reinforcing the concept of words.	
		Beginning Books (Read and Record)	Students build fluency and practice decoding text by echoing a model and recording each page of a beginning reading book. Students can click any word to hear it said before they record, reinforcing that spoken words are represented in language by specific sequences of letters.	
		Let's Talk	Students hear and practice authentic speech in a variety of videos. Students see the text and hear the use of targeted phrases and words as they watch each video.	
		Sing and Chant	Students hear songs, nursery rhymes and chants and see accompanying text on the screen as each one plays.	
		Regularly Spelled Words (Space Ace)	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	
		Re-teaching Regularly Spelled Words (Get a Clue)	Students learn high-utility phonogram patterns.	
		Phonics Rules (Phonics Commercials)	Students experience a short animation illustrating a target phonics rule.	

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		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
RF.K.2c	Understand that words are separated by spaces in print.	Read-Alongs	Students read along as they hear children narrate stories and nonfiction pieces. The words in the story are highlighted as they are spoken, reinforcing the concept of words and spaces.	
		Beginning Books (Read and Record)	Students build fluency and practice decoding text by echoing a model and recording each page of a beginning reading book. Students can click any word to hear it said before they record, reinforcing the fact that words are separated by spaces.	
		Let's Talk	Students hear and practice authentic speech in a variety of videos. Students see the text and hear the use of targeted phrases and words as they watch each video.	
		Sing and Chant	Students hear songs, nursery rhymes and chants and see accompanying text on the screen as each one plays.	
RF.K.2d	Recognize and name all upper- and lowercase letters of the alphabet.	Build a Monster: Letter Game 1	Students practice identifying the letters of the alphabet through an exploration game. They select target letters to assemble monsters and robots.	
		Free the Aliens: Letter Game 2	Students practice recognizing letters quickly to build automaticity. The letter-recognition speed is adjusted to their performance so the student is challenged without being overwhelmed.	
		Underwater Adventure: Letter Game 3	Students practice recognizing letters quickly to build automaticity. The letter-recognition speed is adjusted to their performance in the activity so the student is challenged without being overwhelmed.	

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		Letter Shapes and Sounds	Students learn each letter by associating it with a noun, seeing it formed, and tracing it onscreen.	
		Letter Sound Song	Students hear a song that focuses on each letter, its sound, and an animal or object that begins with the sound.	
		Recognize Letters	Students demonstrate letter knowledge by selecting the target letter.	
		Alphabet Songs	The alphabet songs, both traditional and new, show each letter of the alphabet. At the end of each song, students are invited to click letters to hear the letter names.	
Phonologic	al Awareness			
RF.K.2. De	emonstrate understanding of spoken v	vords, syllables, and sounds (phonemes)		
RF.K.2a	Recognize and produce rhyming words.	Sing and Chant	Students hear songs, nursery rhymes and chants and see accompanying text on the screen as each one plays.	
		Be a Recording Artist	Students record learned songs, nursery rhymes, and chants and then evaluate their performances. Students may choose to record again in order to improve their production.	
		Identify Rhyming Words	Students identify English rhyming words by selecting pictures that rhyme.	
		Introduction to Rhyme	Students are directly taught the concept of rhyme. They begin by hearing words that rhyme in their first language. Then they are introduced to words that rhyme in English.	
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	Blend Word Parts	Students blend onsets and rimes to make words.	
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds	Introduction to Phoneme Segmentation (Sound Check)	Students learn that words are made up of individual sounds by listening to words that increase in complexity throughout the activity.	

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	(phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not	Phoneme Segmentation Practice (Sound Play)	Students indicate how many sounds are in a word and say each sound as they hear it.	
	include CVCs ending with /l/, /r/, or /x/.)	Phoneme Segmentation Assessment (Sound Chase)	Students are assessed on how well they can segment sounds in one - syllable words that continue to increase in complexity.	
		Phoneme Segmentation Re-teaching (Sound Chase)	Students who do not master phoneme segmentation will be re-taught the concept by hearing the sounds slowly blended.	
		Learn Letter Sound Correspondences (Making Music)	Students practice recognizing phonemes by segmenting sounds and selecting pictures that begin with the target phoneme.	
		This activity prepares students to meet the standard.		
		Isolate Sounds (Yakkity Yak)	Students listen for a target phoneme in one-syllable words. They identify the position of the sound by sound-stretching the word.	
Phonics an	d Word Recognition			
RF.K.3. Kı	now and apply grade-level phonics and	d word analysis skills in decoding words	3.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	Phonics Rules (Phonics Commercials)	Students experience a short animation illustrating a target phonics rule.	
		This activity prepares the students to meet the standard.		
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
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		Letter Shapes and Sounds	Words that start with the letters of the alphabet are shown underneath a graphic representation of the word. This enables students to make the distinction between letters and words that begin with the letter.	
		Learn Letter Sound Correspondences (Making Music)	Students meet individual phonemes and the associated letters, separate the initial phoneme, and determine whether or not it is the target sound. They demonstrate their perception of various sounds by selecting words that start with the target sound.	
		Assess Letter Sound Correspondences (Sound Rap)	Students match sounds with letters, demonstrating knowledge of letter sounds.	
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Phonics Rules (Phonics Commercials)  This activity prepares students to meet the standard.	Students experience a short animation illustrating a target phonics rule.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
		Assess Letter Sound Correspondences (Sound Rap)	Students match sounds with letters, demonstrating knowledge of letter sounds.	
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Introduction to High-Frequency Words (Note This)	Students learn to read and understand more than 200 sight words presented in context sentences. Each of the context sentences is used in one of the books the students will read. A translation is provided in the student's first language if needed.	

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		High-Frequency Words (Blaster)	Students practice identifying sight words. This is a timed game with the goal of identifying the correct word as quickly as possible. At the end of the activity, a printout of sight word flash cards is provided.	
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Phonics Rules (Phonics Commercials)  This activity prepares students to meet the standard.	Students experience a short animation illustrating a target phonics rule.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
Fluency	·			
RF.K.4.	Read emergent-reader texts with purpose and understanding.	Read-Alongs	Students listen to informational books as they follow along with written text. Each word is highlighted as it is spoken. Pre-taught vocabulary, interactive text and illustrations, as well as predictable text support reading and comprehension.	
		Beginning Books (Listen and Read)	Students hear a skilled reader model thought processes after looking at the cover of the story; the reader predicts and anticipates what the story might be about. They listen to the model read each page of the story.	
		Beginning Books (Read and Record)	Students read simplified English by echoing a model and recording each page. Students can compare their speech to the model's. Based on their comparison, they may decide to correct their recording. After every five Beginning Books, students record the story on their own.	
		Beginning Books (Find the Word)	Before reading the story on their own, students identify target words and punctuation marks on each page.	

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Speaking	and Listening Standards			
Comprehe	nsion and Collaboration			
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other	Introduction to Listening Comprehension (Put It Together)	Students learn the metacognitive strategy of selective attention concerning words, phrases, and sentences to improve listening comprehension.	
	media by asking and answering questions about key details and requesting clarification if something is not understood.	Listening Comprehension Practice (Listen Up)	Students listen to sentence and paragraph prompts and apply the metacognitive strategy of selective attention in order to answer listening comprehension questions.	
		Read-Alongs	Students read along as they hear children narrate stories and informational text. The words in the story are highlighted as they are spoken, reinforcing the concept of words.	
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Animated Everyday Words  This activity prepares students to meet the standard.	Students directly learn verbs and adjectives as by attaching them to previously learned nouns and seeing illustrative animated images. Students hear the verbs in the context of a sentence.	
Language	Standards			
Convention	ns of Standard English			
L.K.1 Den	nonstrate command of the conventions	s of standard English grammar and usag	e when writing or speaking.	
L.K.1a	Print many upper- and lowercase letters.	Letter Shapes and Sounds	Students learn each letter by associating it with a noun, seeing it formed, and tracing it onscreen. In the printout for "Letter Shapes and Sounds," students pay attention to the shape. Students learn to write both capital and lower case letters.	
L.K.1.b	Use frequently occurring nouns and verbs.	Everyday Words in Scenes This activity prepares students to meet the standard.	Students learn nouns in categories such as family members, animals, things that go. Students use visual, audio, and tactile modalities in this activity. The vocabulary words come from kindergarten curricula and the academic language of school.	

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		Explore Everyday Words  This activity prepares students to meet the standard.	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.	
		Silly Animals: Matching Game This activity prepares students to meet the standard.	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word. Students listen to the target word in a sentence after each correct answer.	
		My Word Book  This activity prepares students to meet the standard.	Students review learned words as they are placed into categories in their word book. They click pictures and see the printed vocabulary word while it is spoken.	
		My Word Book Review This activity prepares students to meet the standard.	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.	
		Recognize Everyday Words  This activity prepares students to meet the standard.	Students test their knowledge of newly learned words by matching a picture to a spoken word.	
L.K.2. Der	monstrate command of the conventions	s of standard English capitalization, pun	ctuation, and spelling when writing.	
L.K.2a	(A) Capitalize the first word in a sentence and the pronoun <i>I</i> .	Read-Alongs This activity prepares students to meet the standard.	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. This helps familiarize students with capitalization at the beginning of a sentence.	
L.K.2b	Recognize and name end punctuation.	Beginning Books (Find the Word)	Before reading the story on their own, students identify target words and punctuation marks on each page.	
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Assess Letter Sound Correspondences (Sound Rap) This activity prepares students to meet the standard.	Students match sounds with letters, demonstrating knowledge of letter sounds.	

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Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Learn Letter Sound Correspondences (Making Music)  This activity prepares students to meet the standard.	Students practice recognizing phonemes by segmenting sounds and selecting pictures that begin with the target phoneme.	
		Letter Shapes and Sounds	Students learn each letter by associating it with a noun, seeing it formed, and tracing it onscreen. In the printout for "Letter Shapes and Sounds," students pay attention to the shape. Students learn to write both capital and lower case letters.	
		Printout: Letter Practice	Students practice writing both capital and lowercase letters, paying close attention to the shape of the letters. This printout is associated with "Letter Shapes and Sounds."	
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Letter Shapes and Sounds  This activity prepares students to meet the standard.	Students learn each letter of the alphabet, the letter sound, and how to form the letter. Additionally, each letter is formed by an object or animal that begins with the target letter. The accompanying name of the object is shown below the letter picture.	
		Ready to Spell Regular Words (Ready to Spell)	Students spell words using letters and word families. Students listen for a word to spell and then change the first part of a word to spell a different one.	
		Phonics Rules (Phonics Commercials) This activity prepares students to meet the standard	Students experience a short animation illustrating a target phonics rule.	
		Spell Regular Words (Spell Ball)	Students practice spelling. Students play a game and are timed to see how many word families they can spell in 30 seconds.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their spelling. Students play a game to see how many review words they can spell in 30 seconds	

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		Re-teaching Regularly Spelled Words (Get a Clue) This activity prepares students to meet the standard.	Students learn to decode new words by analogy. They learn "clue words" that contain common word family patterns and sort these words. Then Students have to assemble initial sound and phonogram pattern, spelling the word in response to a prompt.	
Vocabular	y Acquisition and Use			
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Introduction to Prefixes and Suffixes (Word Chop)  This activity prepares students to meet the standard.	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Animated Everyday Words  This activity prepares students to meet the standard.	Students review newly learned nouns as they are introduced to adjectives and verbs. Simple sentences include nouns and verbs and incorporate adjectives when appropriate. Students hear the verbs in the context of a sentence. The word <i>opposite</i> is an example of the kind of academic language taught.	

	Grade 1			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
Reading S	Standards for Literature			
Key Ideas a	and Details			
RL.1.1.	Ask and answer questions about key details in a text.	Beginning Books (Understand What I Read)	Students answer literal and inferential questions about the story they have listened to and read. The task of answering reading comprehension questions is scaffolded. If students answer incorrectly, they receive further instruction or feedback directing them to relevant pages in the book.	
		Leveled Bookcases (Understand What I Read)	Students answer a variety of questions for different genres of both narrative and informational text. The questions include inferential, main idea, story map, and cause and effect questions.	
		Introduction to Literal Questions (Look in the Book)	Students learn how to answer literal questions by matching important words in the question with information in the text.	
		Introduction to Inferential Questions (Look and Think)	Students learn how to combine clues in the book with their own knowledge to draw the correct inference.	
RL.1.3.	Describe characters, settings, and major events in a story, using key details.	Beginning Books (Understand What I Read)	Students answer literal and inferential questions about the story they have listened to and read. If students answer incorrectly, they receive further instruction or feedback directing them to relevant pages in the book.	
		Map It Out: Introduction to Story Map Questions	Students learn how to map a story by identifying characters, setting, problem, and solution.	
		Printout: Graphic Organizer	Students complete a story map with key elements such as setting, character, and problem and solution. Students then write a summary, using their organizer for support.	
		Leveled Bookcases (Understand What I Read)	Students answer a variety of questions for different genres of narrative text. The questions include inferential, main idea, story map, and cause and effect questions.	

	Grade 1				
Common	Core Standard	Imagine Learning			
Number	Description	Activity/Item	Description		
Integration	n of Knowledge and Ideas				
RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.	Read-Alongs This activity prepares students to meet the standard.	Students listen to stories as they follow along with written text. Students can click any word to hear it spoken or move the cursor over pictures to hear the name of the item illustrated.		
		Beginning Books (Understand What I Read)	The task of answering reading comprehension questions is scaffolded. If students answer incorrectly, they receive feedback directing them to relevant pages and, if appropriate, inferential logic is explained.		
		Leveled Bookcases (Understand What I Read )	Students answer questions about their reading and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text.		
Range of R	Reading and Level of Text Complexity	,			
RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Read-Alongs	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken, which helps students build word-print connection.		
		Beginning Books (Listen and Read)	The introduction before each book includes thought modeling, frequently combining prior knowledge with the cover illustration.		
		Beginning Books (Read and Record)	Students build fluency and practice decoding by echoing a model and recording each page of a decodable book. Students can compare their speech to that of the model. Based on their comparison, they may decide to correct their recording.		
Reading S	Reading Standards for Informational Text				
Key Ideas o	and Details				
RI.1.1.	Ask and answer questions about key details in a text.	Read-Alongs This activity prepares students to meet the standard.	Students listen to informational books as they follow the written text.  Each word is highlighted as it is spoken, which helps students build word-print connection. Students must listen attentively to answer comprehension questions at the end of the book.		

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		Introduction to Literal Questions (Look in the Book)	Students learn how to answer literal questions by matching important words in the question with information in the text.	
		Introduction to Inferential Questions (Look and Think)	Students learn how to combine clues in the book with their own knowledge to draw the correct inference.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Leveled Bookcases (Understand What I Read)	Students answer questions about their reading and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text.	
RI.1.2.	Identify the main topic and retell key details of a text.	Read Alongs This activity prepares students to meet the standard.	Students listen to informational books as they follow the written text. Each word is highlighted as it is spoken, which helps students build word-print connection. Students must listen attentively to answer comprehension questions at the end of the book.	
		Introduction to Main Idea Questions (What's the Point)	Students learn how to identify the main idea. They learn to identify the topic and determine what the author says about the topic.	
		Leveled Bookcases (Understand What I Read: Main Idea)	Students identify the main idea and the supporting details in a selection. If they have difficulty, they are reminded of how to answer main idea questions and are directed to a helpful page in the selection.	
		Printout: Graphic Organizer	Students identify important ideas in their informational books by completing an organizer, including main idea/supporting details organizers. Students write a summary, referring to their organizer.	
RI.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Leveled Bookcases (Understand What I Read: Cause and Effect) Prepares students to meet the standard	Students identify cause and effect relationships as they answer questions about informational books. If they have difficulty, they hear an explanation about cause and effect and are directed to a helpful page in the selection.	

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Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Leveled Bookcases (Understand What I Read: Problem and Solution) Prepares students to meet the standard	Students identify the problem and/or solution as they answer questions about informational books. If they have difficulty, they hear an explanation of problems and solutions and are directed to a helpful page in the selection.	
		Leveled Bookcases (Understand What I Read: Compare and Contrast) Prepares students to meet the standard	Students identify similarities and differences as they answer questions about informational books. If they have difficulty, they hear an explanation for comparing and contrasting information and are directed to a helpful page in the selection.	
Craft and	Structure			
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Leveled Bookcases (Understand What I Read: Vocabulary)	Students show understanding of vocabulary words within the story as they answer questions about informational books.	
		Read Leveled Text (Find the Word)	Before they read informational text, students learn important passage vocabulary. They select a word on a page based on a definition, synonym, or antonym.	
		Leveled Bookcases (Glossary for Leveled Text)	All leveled selections have clickable bolded glossary words, totaling more than 800 foundational and academic vocabulary words, each accompanied by a simple definition. A translation is also available.	
RI.1.5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Leveled Bookcases (Glossary for Leveled Text)	All leveled selections have clickable bolded glossary words, totaling more than 800 foundational and academic vocabulary words, each accompanied by a simple definition. A translation is also available.	
		Leveled Bookcases (Understand What I Read)	Students answer questions about informational books and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text.	
		Introduction to Informational Text (Text Types)	Students learn the many meanings of the word "text." They also learn to distinguish between literature and informational text.	

	Grade 1				
Common Core Standard		Imagine Learning			
Number	Description	Activity/Item	Description		
		Guided Practice (Text Explorer)	Students analyze informational text about transportation in order to learn about key features such as bold glossary words, section headings, table of contents, etc.		
		Text Explorer Quiz (Text Expert)	Students demonstrate using text features to find information and build comprehension.		
		Independent Passage Reading (Time to Read	Students read along as a narrator reads short informational passages about bike safety and trucks.		
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their ability to use text features to comprehend text.		
RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Text Explorer Quiz (Text Expert)	Students demonstrate using text features to find information and build comprehension.		
		Independent Passage Reading (Time to Read	Students read along as a narrator reads short informational passages about bike safety and trucks.		
Integratio	n of Knowledge and Ideas				
RI.1.7.	Use the illustrations and details in a text to describe its key ideas.	Read-Alongs This activity prepares students to meet the standard.	Students read along as they hear children narrate stories. The words in the story are highlighted in synch with the audio. Students can click any word to hear it repeated, click the repeat button to hear each line read again, and roll over pictures to hear the name of the item illustrated. Students are asked a comprehension question at the end of the story.		
		Beginning Books (Understand What I Read)	Students answer literal and inferential questions about the story they have listened to and read. At the end of the story, students printout the story to read with a peer.		
Range of H	Range of Reading and Level of Text Complexity				
RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.	Independent Passage Reading (Time to Read)	Students independently read informational passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).		

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Leveled Bookcases (Read and Record)	Students read and record leveled selections, including both narrative and informational text.	
Reading S	Standards: Foundational Skills			
Print Conc	epts			
RF.1.1 Der	monstrate understanding of the organi	zation and basic features of print.		
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Beginning Books (Find the Word)	Before reading the story on their own, students identify target words (decodable words and sight words) as well as punctuation marks on each page.	
		Read-Alongs  This activity prepares students to meet the standard.	Students read along as they hear children narrating books The words in the story are highlighted as they are spoken. Students can click any word to hear it repeated, click the repeat button to hear each line read again, and roll over pictures to hear the name of the item illustrated. Students are asked a comprehension question at the end of the story.	
Phonologic	al Awareness			
RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Learn Letter Sound Correspondences (Making Music)	Students practice recognizing phonemes by segmenting sounds and selecting pictures that begin with the target phoneme.	
		Meet New Sounds	Students learn to recognize English phonemes that are not produced in their first language. A video of a mouth helps students learn to accurately pronounce each new sound.	
		Discover Similar Sounds	Students recognize English phonemes that correspond to phonemes already heard and produced in their own language.	
		Isolate Sounds (Yakkity Yak)	Students listen for a target phoneme in one-syllable words. They identify the position of the sound by "sound-stretching" the word.	

	Grade 1			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Introduction to Rhyme	Students are directly taught the concept of rhyme. They begin by hearing words that rhyme in their first language. Then they are introduced to words that rhyme in English.	
		Identify Rhyming Words	Students identify English rhyming words by selecting pictures that rhyme.	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	Learn Letter Sound Correspondences (Making Music)  This activity prepares students to meet the standard	Students meet individual phonemes and their associated letters, separate the initial phoneme, and determine whether or not it is the target sound. Instruction includes all short vowels.	
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Isolate Sounds (Yakkity Yak)  This activity prepares students to meet the standard.	Students listen for a target phoneme in one-syllable words. They segment the word into phonemes in order to identify the phoneme's position in the word.	
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken singlesyllable words.	Isolate Sounds (Yakkity Yak)	Students listen for a target phoneme in one-syllable words. They segment the word into phonemes in order to identify the phoneme's position in the word. If they answer incorrectly, the word is stretch-blended, making the individual phonemes more recognizable.	
		Learn Letter Sound Correspondences (Making Music)  This activity prepares students to meet the standard.	Students practice recognizing phonemes by segmenting sounds and selecting pictures that begin with the target phoneme.	
		Introduction to Phoneme Segmentation (Sound Check)	Students learn that words are made up of individual sounds by listening to words that increase in complexity throughout the activity.	
		Phoneme Segmentation Practice (Sound Play)	Students indicate how many sounds are in a word and say each sound as they hear it.	
		Phoneme Segmentation Assessment (Sound Chase)	Students are assessed on how well they can segment sounds in one - syllable words that continue to increase in complexity.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Phoneme Segmentation Re-teaching (Sound Stretch)	Students who do not master phoneme segmentation will be re-taught the concept by hearing the sounds slowly blended.	
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Isolate Sounds (Yakkity Yak)  This activity prepares students to meet the standard.	Students listen for a target phoneme in one-syllable words. They identify the position of the sound by "sound-stretching" the word.	
	(phonemes).	Introduction to Phoneme Segmentation (Sound Check)	Students learn that words are made up of individual sounds by listening to words that increase in complexity throughout the activity.	
		Phoneme Segmentation Practice (Sound Play)	Students indicate how many sounds are in a word and say each sound as they hear it.	
		Phoneme Segmentation Assessment (Sound Chase)	Students are assessed on how well they can segment sounds in one - syllable words that continue to increase in complexity.	
		Phoneme Segmentation Re-teaching (Sound Stretch)	Students who do not master phoneme segmentation will be re-taught the concept by hearing the sounds slowly blended.	
Phonics an	d Word Recognition			
RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.	Phonics Rules (Phonics Commercials)	A short animation illustrating a phonics rule that applies to the spelling lesson is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
		Re-teaching Regularly Spelled Words (Get a Clue)	Students learn to decode new words by analogy. They learn "clue words" that contain common endings and sort words by their endings.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Regularly Spelled Words (Space Ace)	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	
		Assess Letter Sound Correspondences (Sound Rap)	Students demonstrate knowledge of letter sounds through more advanced lessons including letter chunks: digraphs, blends, and affixes.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	Learn Letter Sound Correspondences (Making Music)	Students meet individual phonemes and their associated letters, separate the initial phoneme, and determine whether or not it is the target sound. Instruction includes all short vowel sounds as well as digraphs $ch$ , $sh$ , $th$ , and $wh$ .	
		Phonics Rules (Phonics Commercials)	A short animation illustrating a targeted phonics rule is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
		Assess Letter Sound Correspondences (Sound Rap)	Students demonstrate knowledge of letter sounds through more advanced lessons including letter chunks: digraphs, blends, and affixes.	
RF.1.3b	Decode regularly spelled one-syllable words.	Regularly Spelled Words (Space Ace)	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Phonics Rules (Phonics Commercials)	A short animation illustrating a targeted phonics rule is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
		Word Recognition Assessment (Word Survivor)	Students demonstrate their recognition of reading words for the Beginning Books.	
		Beginning Books (Read and Record)	Students read simplified English by echoing a model and recording each page. Students can compare their speech to that of the model and hear differences in intonation and inflection, etc. Based on their comparison, they may decide to correct their recording.	
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	Phonics Rules (Phonics Commercials)	A short animation illustrating a targeted phonics rule is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
		Re-teaching Regularly Spelled Words (Get a Clue)	Students learn to decode new words by analogy. They learn "clue words" that contain common word family patterns and sort words by	
		This activity prepares students to meet the standard.	their endings.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Regularly Spelled Words (Space Ace)  This activity prepares students to meet the standard.	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	
RF.1.3f	Read words with inflectional endings.	Introduction to Prefixes and Suffixes (Word Chop)	Students learn that affixes are important words parts that can be added to the beginning or end of words.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
RF.1.3g	Recognize and read grade- appropriate irregularly spelled words.	Introduction to High-Frequency Words (Note This)	Students learn to read and understand more than 200 sight words presented in context sentences. Each of the context sentences is used in one of the books the students will read. A translation is provided in the student's first language if needed.	
		High-Frequency Words (Blaster)	Students practice identifying sight words. This is a timed game with the goal of identifying the correct word as quickly as possible. At the end of the activity, a printout of sight word flash cards is provided. Students can use these words for their writing.	
		Word Recognition Assessment (Word Survivor)	Students demonstrate their recognition of reading words for the Beginning Books.	
		Beginning Books (Read and Record)	Students read beginning-to-read books that have been scaffolded for English learners and designed to build decoding and fluency proficiency.	

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Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
Fluency				
RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.	Beginning Books (Read and Record) .	Students read simplified English by echoing a model and recording each page. Students can compare their speech to that of the model and hear differences in intonation and inflection, etc. Based on their comparison, they may decide to correct their recording.	
		Beginning Books (Understand What I Read)	Students answer literal and inferential questions about the story they have listened to and read. At the end of the story, students printout the story to read with a peer.	
RF.1.4a	Read on-level text with purpose and understanding.	Beginning Books (Understand What I Read)	Students answer literal and inferential questions about the story they have listened to and read. At the end of the story, students printout the story to read with a peer.	
		Leveled Bookcases (Read and Record)	Students read and record leveled selections, including both narrative and informational text.	
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression.	Beginning Books (Understand What I Read)	Students read simplified English by echoing a model and recording each page. Students can compare their speech to that of the model and hear differences in intonation and inflection, etc. Based on their comparison, they may decide to correct their recording.	
		Leveled Bookcases (Read and Record)	Students read and record leveled selections, including both narrative and informational text.	
		Independent Passage Reading (Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).	
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Beginning Books (Read and Record)	Students read simplified English by echoing a model and recording each page. Students can compare their speech to that of the model and hear differences in intonation and inflection, etc. Based on their comparison, they may decide to correct their recording.	

	Grade 1			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
Speaking	and Listening Standards			
Comprehe	ension and Collaboration			
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Read-Alongs	Students listen to narratives and nonfiction as they follow the written text. Each word is highlighted as it is spoken. Students have to answer comprehension questions including sequencing, recognizing main ideas, and understanding idioms.	
		Printout: Sequence Story Events	This printout is connected to "Read-Alongs." Students tell a story based on a sequence of pictures on the printout. Then they draw, write, and tell about personal experiences related to stories they have heard.	
l		Introduction to Listening Comprehension (Put It Together)	Students learn the metacognitive strategy of selective attention concerning words, phrases, and sentences to improve listening comprehension.	
		Listening Comprehension Practice (Listen Up)	Students listen to sentence and paragraph prompts and apply the metacognitive strategy of selective attention in order to answer listening comprehension questions.	
Presentati	ion of Knowledge and Ideas			
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Animated Everyday Words  This activity prepares students to meet the standard.	Students review newly learned nouns when adjectives and verbs are attached to the nouns. Simple sentences include both nouns and verbs and incorporate adjectives when appropriate, using useful and easy syntax.	
Language Standards				
Conventions of Standard English				
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
L.1.1a	Print all upper- and lowercase letters.	Letter Shapes and Sounds	Students learn each letter by associating it with a noun, seeing it formed, and tracing it onscreen. In the printout for "Letter Shapes and Sounds," students pay attention to the shape. Students learn to write both capital and lower case letters.	
		Printout: Letter Practice	Students practice writing both capital and lowercase letters, paying close attention to the shape of the letters. This printout is associated with "Letter Shapes and Sounds."	
L.1.1b	Use common, proper, and	Cool Cars: Noun Game	Students practice the meaning of academic nouns by completing cloze	
	possessive nouns.	This activity prepares students to meet the standard.	sentences embedded in one of 200 videos, reviewing the same word taught in "Word Videos: Introduction to Vocabulary," but in a new context.	
		Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.	
		This activity prepares students to meet the standard.		
		Name That Word: Vocabulary Review	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the word <i>classify</i> , students	
		This activity prepares students to meet the standard.	first hear the following audio: "Would you this animal as a bird or a fish?" If they answer incorrectly, they watch a video where a teacher hands a student a rock and asks her to it. They earn more points for identifying the word with fewer clues.	
		Show What You Know: Vocabulary Test This activity prepares students to	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.	
		meet the standard.		

	Grade 1			
Common Core Standard		Imagine Learning	Imagine Learning	
Number	Description	Activity/Item	Description	
		Everyday Words in Scenes  This activity prepares students to meet the standard.	Students learn nouns in categories such as family members, animals, things that go. Students use visual, audio, and tactile modalities in this activity as they move each graphic into a puzzle.	
		Explore Everyday Words  This activity prepares students to meet the standard.	Students click word pictures, hear the words spoken, and drag the pictures into a scene, creating their own scene with newly learned vocabulary words.	
		My Word Book  This activity prepares students to meet the standard.	Students review learned words as they are placed into categories in their word book. They click pictures and see the printed vocabulary word while it is spoken.	
		My Word Book Review  This activity prepares students to meet the standard.	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.	
		Recognize Everyday Words  This activity prepares students to meet the standard.	Students test their knowledge of newly learned words by matching a picture to a spoken word.	
		Time Seekers: Exploring Grammar (Part 1)	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills. Students study nouns and proper nouns.	
		Time Seekers: Exploring Grammar (Part 2)	Through explicit instruction, students learn key grammatical structures and how to use them correctly. Students study nouns and proper nouns.	
		Stop the Time Bugs: Grammar Practice	Students practice grammar rules to develop automaticity. Students study nouns and proper nouns.	

	Grade 1				
Common Core Standard		Imagine Learning			
Number	Description	Activity/Item	Description		
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Time Seekers: Exploring Grammar (Part 1)  This activity prepares students to meet the standard.	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills. Instruction includes simple present tense.		
		Time Seekers: Exploring Grammar (Part 2)  This activity prepares students to meet the standard.	Through explicit instruction, students learn key grammatical structures and how to use them correctly, including simple present tense.		
		Stop the Time Bugs: Grammar Practice  This activity prepares students to meet the standard.	Students practice grammar rules to develop automaticity, including simple present tense.		
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Time Seekers: Exploring Grammar (Part 1)  This activity prepares students to meet the standard.	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills. Students receive direct instruction on how to use personal pronouns.		
		Time Seekers: Exploring Grammar (Part 2)  This activity prepares students to meet the standard.	Through explicit instruction, students learn key grammatical structures and how to use them correctly. Students receive direct instruction on how to use personal pronouns.		
		Stop the Time Bugs: Grammar Practice  This activity prepares students to meet the standard.	Students practice grammar rules to develop automaticity. Students receive direct instruction on how to use personal pronouns.		
L.1.1f	Use frequently occurring adjectives.	Animated Everyday Words  This activity prepares students to meet the standard.	Students review newly learned nouns when adjectives and verbs are attached to the nouns.		

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Recognize Everyday Words  This activity prepares students to meet the standard.	Students test their knowledge of newly learned words by matching a picture to a spoken word in a series of carnival games.	
		Silly Animals: Matching Game  This activity prepares students to meet the standard.	Students practice recognizing learned adjectives and verbs in a game that gives them a well-rounded understanding of each word.	
		Word Videos: Introduction to Vocabulary	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.	
		This activity prepares students to meet the standard.		
		Name That Word: Vocabulary Review  This activity prepares students to meet the standard.	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the word <i>classify</i> , students first hear the following audio: "Would you this animal as a bird or a fish?" If they answer incorrectly, they watch a video where a teacher hands a student a rock and asks her to it. They earn more points for identifying the word with fewer clues.	
		Show What You Know: Vocabulary Test  This activity prepares students to meet the standard.	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.	
		Time Seekers: Exploring Grammar (Part 1)  This activity prepares students to meet the standard.	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills. Students learn how to use adjectives.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Time Seekers: Exploring Grammar (Part 2)  This activity prepares students to meet the standard.	Through explicit instruction, students learn key grammatical structures and how to use them correctly. Students learn how to use adjectives.	
		Stop the Time Bugs: Grammar Practice  This activity prepares students to meet the standard.	Students practice grammar rules to develop automaticity. Students learn how to use adjectives.	
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	Put It There: Preposition Game This activity prepares students to meet the standard.	Students learn prepositions as they move objects around in a scene, demonstrating their understanding of a word's meaning by following the instructions (e.g., "Place the hat on top of the rock").	
		Word Videos: Introduction to Vocabulary  This activity prepares students to meet the standard.	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words. Important prepositions are directly taught: over, under, next to, in front of, out of, in, below, ahead of, on top of, etc.	
		Name That Word: Vocabulary Review  This activity prepares students to meet the standard.	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the prepositional phrase, on top of, students first hear the following audio: "The bowl is of the table." If they answer incorrectly, they watch a video with the cloze sentence, "The hat is the horse. They earn more points for identifying the prepositional phrase with fewer clues.	
		Show What You Know: Vocabulary Test  This activity prepares students to meet the standard.	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.	

	Grade 1			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
L.1.2. Den	nonstrate command of the conventions	of standard English capitalization, pund	ctuation, and spelling when writing.	
L.1.2a	Capitalize dates and names of people.	Stop the Time Bugs: Grammar Practice	Students practice grammar rules to develop automaticity.	
		This activity prepares students to meet the standard.		
		Time Seekers: Exploring Grammar (Part 1)  This activity prepares students to meet the standard.	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills. Instruction includes proper nouns.	
		Time Seekers: Exploring Grammar (Part 2)  This activity prepares students to meet the standard.	Through explicit instruction, students learn key grammatical structures and how to use them correctly. Instruction includes proper nouns.	
		Stop the Time Bugs: Grammar Practice  This activity prepares students to meet the standard.	Students practice grammar rules to develop automaticity. Instruction includes proper nouns.	
L.1.2b	Use end punctuation for sentences.	Time Seekers: Exploring Grammar (Part 1)  This activity prepares students to meet the standard.	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills. Instruction includes beginning and ending sentences.	
		Time Seekers: Exploring Grammar (Part 2)  This activity prepares students to meet the standard.	Through explicit instruction, students learn key grammatical structures and how to use them correctly. Instruction includes beginning and ending sentences.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Stop the Time Bugs: Grammar Practice  This activity prepares students to meet the standard.	Students practice grammar rules to develop automaticity. Instruction includes beginning and ending sentences.	
		Beginning Books (Find the Word)	Before reading the story on their own, students identify target words and punctuation marks on each page.	
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Introduction to High-Frequency Words (Note This) This activity prepares students to meet the standard.	Students learn to read and understand more than 200 sight words presented in context sentences. Students are prompted to spell each word by dragging letters into blanks. Each of the context sentences is used in one of the books the students will read.	
		Phonics Rules (Phonics Commercials)  This activity prepares students to meet the standard.	A short animation illustrating a phonics rule that applies to the spelling lesson is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Phonics Rules (Phonics Commercials)  This activity prepares students to meet the standard.	A short animation illustrating a phonics rule that applies to the spelling lesson is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
Vocabulary	y Acquisition and Use			
L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade I reading and content</i> , choosing flexibly from an array of strategies.	Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
		Chants This activity prepares students to meet the standard.	Students learn that words have multiple meanings in "What Do You Mean?"	
		Leveled Text (Find the Word)  This activity prepares students to meet the standard.	Before they read a selection, students learn important story vocabulary. They select a word on a page based on a definition, synonym, or antonym.	
		Discover Story Vocabulary (Word-a-Tron)  This activity prepares students to meet the standard.	Students learn the meaning of important story vocabulary by hearing a definition in their first language. They demonstrate their understanding of the word by selecting the appropriate blank in a sentence. They also select other words that are closely related to the target vocabulary word.	
		Cool Cars: Noun Game This activity prepares students to meet the standard.	Students practice the meaning of academic nouns by completing cloze sentences embedded in a video. If they answer incorrectly, they view word videos in order to make a correct selection. As they answer correctly, they are able to design a car.	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Go for the Gold: Verb, Adjective, and Adverb Game  This activity prepares students to meet the standard.	Students learn academic verbs, adjectives, and adverbs. Students show vocabulary knowledge by choosing the correct word to go in a cloze sentence illustrated by a video. For example, for <i>estimated</i> , a girl asks a man how tall he is. He responds, "Guess." She guesses, "I think you are six feet tall. He responds with a cloze sentence: "You [estimated] correctly."	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Name That Word: Vocabulary Review  This activity prepares students to meet the standard.	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the word <i>classify</i> , students first hear the following audio: "Would you this animal as a bird or a fish?" If they answer incorrectly, they watch a video where a teacher hands a student a rock and asks her to it. They earn more points for identifying the word with fewer clues.	
		Show What You Know: Vocabulary Test  This activity prepares students to meet the standard.	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.	
		Introduction to Prefixes and Suffixes (Word Chop)  This activity prepares students to meet the standard.	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)  This activity prepares students to meet the standard.	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	

	Grade 1			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Practice with Prefixes and Suffixes (Affix Action) <i>This activity prepares students to meet the standard.</i>	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	Introduction to Prefixes and Suffixes (Word Chop)  This activity prepares students to meet the standard.	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
L.1.4c	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).	Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important inflections and affixes. They create words using these endings, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide. For example, <i>Rob is</i> home as fast as he can. Students study these endings: -ed, and -ing.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding endings to a base word in response to a prompt.	

L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	Animated Everyday Words  This activity prepares students to meet the standard.	Students directly learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images.	
		Everyday Words in Scenes  This activity prepares students to meet the standard.	Students learn nouns in categories such as family members, animals, things that go. Students use visual, audio, and tactile modalities in this activity as they move each graphic into a puzzle.	
		My Word Book  This activity prepares students to meet the standard.	Students review learned words as they are placed into categories in their word book. They click pictures and see the printed vocabulary word while it is spoken.	
		My Word Book Review  This activity prepares students to meet the standard.	Students identify learned vocabulary words by clicking corresponding pictures as a quick response to hearing the word spoken. The pictures move down the screen as falling lava, coconuts, or fish, and students must click the pictures before they reach the bottom of the screen.	
		Word Videos: Introduction to Vocabulary  This activity prepares students to meet the standard.	Students develop academic and content vocabulary by seeing videos that illustrate the meaning of new words.	
		Cool Cars: Noun Game This activity prepares students to meet the standard.	Students practice the meaning of academic nouns by completing cloze sentences embedded in a video. If they answer incorrectly, they view word videos in order to make a correct selection.	
		Go for the Gold: Verb, Adjective, and Adverb Game  This activity prepares students to meet the standard.	Students learn academic verbs, adjectives, and adverbs. Students show vocabulary knowledge by choosing the correct word to go in a cloze sentence illustrated by a video. For example, for <i>estimated</i> , a girl asks a man how tall he is. He responds, "Guess." She guesses, "I think you are six feet tall. He responds with a cloze sentence: "You [estimated] correctly."	

	Grade 1			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Name That Word: Vocabulary Review  This activity prepares students to meet the standard.	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the word <i>classify</i> , students first hear the following audio: "Would you this animal as a bird or a fish?" If they answer incorrectly, they watch a video where a teacher hands a student a rock and asks her to it. They earn more points for identifying the word with fewer clues.	
		Show What You Know: Vocabulary Test  This activity prepares students to meet the standard.	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.	
	Discover Story Vocabulary (Word-a-Tron)  This activity prepares students to meet the standard.	Students learn the meaning of important story vocabulary by hearing a definition in their first language. They demonstrate their understanding of the word by selecting the appropriate blank in a sentence. They also select other words that are closely related to the target vocabulary word.		
		Daily Conversations  This activity prepares students to meet the standard.	Students see short video clips of children in a variety of authentic communicative contexts using learned conversational greetings and phrases. Then students practice the phrases.	
	Let's Talk  This activity prepares students to meet the standard.	Students see videos of children using useful phrases or social greetings in a variety of authentic contexts. Children in the video invite students to repeat the target speech. The learned vocabulary and phrases teach basic communication in social and school settings.		
		Read-Alongs  This activity prepares students to meet the standard.	Students listen to a story that helps reinforce learned phrases and vocabulary.	

	Grade 2				
Common	Core Standard	Imagine Learning			
Number	Description	Activity/Item	Description		
Reading :	Standards for Literature				
Key Ideas	and Details				
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding	Beginning Books (Understand What I Read)	The task of answering reading comprehension questions is scaffolded: If students answer incorrectly, they receive feedback directing them to relevant pages and, if appropriate, inferential logic is explained.		
	of key details in a text.	Leveled Text Comprehension (Understand What I Read)	Students answer questions about their reading and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text.		
		Leveled Text Comprehension (During Reading Questions)	Students answer questions while reading a leveled selection. They answer a pre-reading question, then another in the middle of the selection followed by a question at the end. Questions focus students' attention and support their understanding.		
		Introduction to Literal Questions (Look in the Book)	Students learn how to answer literal questions by matching important words in the question with information in the text.		
		Introduction to Inferential Questions (Look and Think)	Students learn how to combine clues in the book with their own knowledge to draw the correct inference.		
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.		
		Introduction to Story Map Questions (Map It Out)	Students learn how to map a story by identifying characters, setting, problem, and solution.		
		Leveled Text Comprehension (Story Map)	Students answer a question about story elements, including characters, setting, and plot.		
Integratio	Integration of Knowledge and Ideas				
RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different	Introduction to Compare and Contrast for Literature (Sort It Out)	Students are introduced to the concept of compare and contrast.		

	Grade 2			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
	authors or from different cultures.	Compare and Contrast Guided Practice 1 (What's the Story?)	Students learn how to compare and contrast two versions of the same traditional story.	
		Compare and Contrast Guided Practice 2 (Story Circles)	Students compare and contrast story elements in a graphic organizer.	
		Independent Passage Reading (Time to Read)	Students independently read two narratives written at the level matching their reading abilities (proficient, basic or below basic). They apply their skills of comparing and contrasting information in the literature passages.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
Range of F	Reading and Level of Text Complexity	,		
RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Independent Passage Reading (Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.	
		Read Leveled Text: Read on My Own	Students read leveled selections. Selections are paired; one story provides background knowledge for the other.	
		Leveled Text Comprehension (Understand What I Read)	Students answer questions about their reading. The task of answering reading comprehension questions is scaffolded. If students answer incorrectly, they receive feedback directing them to relevant pages of the book. Key words in the question are highlighted as well as key words in the text.	

	Grade 2			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Leveled Text Comprehension (During Reading Questions)	Students answer questions while reading a leveled selection. They answer a pre-reading question, then another in the middle of the selection followed by a question at the end. Questions focus students' attention and support their understanding.	
Reading S	Standards for Informational Text			
Key Ideas	and Details			
RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Leveled Text Comprehension (Understand What I Read)	Students answer a variety of questions about information passages, including inferential, main idea, and cause and effect.	
		Leveled Text Comprehension (During Reading Questions)	Students answer questions while reading informational passages. They answer a pre-reading question, then another in the middle of the selection followed by a question at the end. Questions focus students' attention and support their understanding.	
		Look in the Book: Introduction to Literal Questions	Students learn how to answer literal questions by matching important words in the question with information in the text.	
		Look and Think: Introduction to Inferential Questions	Students learn how to combine clues in the book with their own knowledge to draw the correct inference.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
RI.2.2.	Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text.	Leveled Text Comprehension (Main Idea)	Students identify the main idea and the supporting details of an informational passage. If they have difficulty, they are reminded of how to answer main idea questions and are directed to a helpful page in the selection.	
		Introduction to Main Idea Questions (What's the Point?)	Students learn how to identify the main idea. They learn to identify the topic and determine what the author says about the topic.	

	Grade 2			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Printout: Graphic Organizer	Students identify important ideas in informational text by completing an organizer, including main idea/supporting details organizers.  Students write a summary, referring to their organizer.	
Craft and	Structure			
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a	Introduction to Reading Vocabulary (Word Warehouse)	Students derive the meaning of critical reading vocabulary words by watching videos of peers using the words in authentic contexts.	
	grade 2 topic or subject area.	Reading Vocabulary Practice (Match It Up)	Students sort words in order to practice using their newly acquired reading vocabulary.	
		Listen and Read (Glossary for Leveled Text)	Students listen to a model read informational passages. All leveled selections have clickable bolded glossary words, totaling more than 800 foundational and academic vocabulary words, each accompanied by a simple definition. A translation is also available.	
		Word Meaning Accuracy (Find the Word)	Students select a word on a page based on a definition, synonym, or antonym.	
		Discover Story Vocabulary (Word-a-Tron)	Students learn the meaning of important vocabulary, including content and general academic words.	
		Independent Passage Reading (Glossary for Time to Read)  This activity prepares students to meet the standard.	Students can access glossary words while reading informational text.	
RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	Introduction to Informational Text (Text Types)  This activity prepares students to meet the standard.	Students learn the many meanings of the word "text." They also learn to distinguish between literature and informational text.	

	Grade 2			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Guided Practice (Text Explorer)	Students analyze informational text in order to learn about key features such as bold glossary words, section headings, table of contents, etc.	
		Independent Passage Reading (Time to Read)	Students independently read passages about plants and animals.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Text Features Quiz (Text Expert)	Students demonstrate that they can use text features to find information and aid comprehension.	
RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Introduction to Main Idea Questions (What's the Point)	They practice identifying the main idea with short informational passages, receiving specific feedback. Extra passages are provided if students need more practice.	
		Leveled Text Comprehension (Main Idea)	Students identify the main idea and/or the supporting details in an informational passage. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.	
		Leveled Text Comprehension (Author's Purpose)	Students identify the author's purpose as they answer questions about informational passages. If they have difficulty, they hear an explanation about the author's purpose and are directed to a helpful page in the reading selection.	
Integratio	n of Knowledge and Ideas			
RI.2.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Introduction to Informational Text (Text Types)	Students learn the many meanings of the word "text." They also learn to distinguish between literature and informational text.	
		This activity prepares students to meet the standard.		
		Guided Practice (Text Explorer)	Students analyze informational text in order to learn about key features	
		This activity prepares students to meet the standard.	such as bold glossary words, section headings, table of contents, etc.	

	Grade 2				
Common	Core Standard	Imagine Learning			
Number	Description	Activity/Item	Description		
		Independent Passage Reading (Time to Read)  This activity prepares students to meet the standard.	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic). They apply their skills of using text features.		
		Passage Comprehension Questions (Answer on Your Own)  This activity prepares students to meet the standard.	Students demonstrate their comprehension by answering questions about what they have read.		
		Text Explorer Quiz (Text Expert)  This activity prepares students to meet the standard.	Students demonstrate that they can use text features to find information and aid comprehension.		
RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.	Introduction to Compare and Contrast for Informational Text (My Kind of Art)	Students learn the concept of comparing and contrasting informational passages. They practice comparing and contrasting scaffolded, informational passages written at grade-level.		
		Independent Passage Reading (Time to Read)	Students independently read informational passages at grade level (proficient), below grade level (basic) or far below grade level (below basic). They apply their skills of comparing and contrasting information in informational text.		
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.		
Range of F	Range of Reading and Level of Text Complexity				
RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band	Independent Passage Reading (Time to Read)	Students independently read informational passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).		
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.		

	Grade 2			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
	proficiently, with scaffolding as needed at the high end of the	Oral Reading Test (Read and Record Leveled Text)	Students read and record selections, including informational text.	
	range.	Leveled Text Comprehension (Understand What I Read)	Students answer questions about their reading and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text.	
		Leveled Text Comprehension (During Reading Questions)	Students answer questions while reading informational passages. They answer a pre-reading question, then another in the middle of the selection followed by a question at the end. Questions focus students' attention and support their understanding.	
Reading S	Standards: Foundational Skills			
Phonics an	nd Word Recognition			
RF.2.3. Kı	now and apply grade-level phonics and	d word analysis skills in decoding words		
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Phonics Rules (Phonics Commercials)	A short animation illustrating a targeted phonics rule is shown as an anticipatory set.	
		This activity prepares students to meet the standard.		
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		This activity prepares students to meet the standard.		
		Spell Regular Words (Spell Ball)  This activity prepares students to meet the standard.	Students practice what they have learned by playing a timed spelling game.	

	Grade 2			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
		Spell Regular Words Assessment (Spell Ball Showdown)  This activity prepares students to meet the standard.	Students demonstrate their ability to spell regularly spelled words.	
		Regularly Spelled Words (Space Ace)  This activity prepares students to meet the standard.	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	
		Word Recognition Assessment (Word Survivor)  This activity prepares students to meet the standard.	Students demonstrate their recognition of reading words for the Beginning Books.	
		Assess Letter Sound Correspondences (Sound Rap) This activity prepares students to meet the standard.	Students show their knowledge of letter sounds by matching letters to corresponding sounds that are demonstrated by a mouth model. More advanced lessons include digraphs, blends, and affixes.	
		Re-teaching Regularly Spelled Words (Get a Clue) This activity prepares students to meet the standard.	Students learn high-utility phonogram patterns. They learn "clue words" that contain common endings and sort words by their endings.	
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	Phonics Rules (Phonics Commercials)  This activity prepares students to meet the standard.	A short animation illustrating a targeted phonics rule is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	

	Grade 2			
Common	Core Standard	Imagine Learning		
Number Description		Activity/Item	Description	
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a timed spelling game.	
		Spell Regular Words Assessment (Spell Ball Showdown)	Students demonstrate their ability to spell regularly spelled words.	
		Regularly Spelled Words (Space Ace)	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	
		Word Recognition Assessment (Word Survivor)	Students demonstrate their recognition of reading words for the Beginning Books.	
		Assess Letter Sound Correspondences (Sound Rap)	Students match sounds with letters, demonstrating knowledge of letter sounds.	
		Re-teaching Regularly Spelled Words (Get a Clue)	Students learn high-utility phonogram patterns. They learn "clue words" that contain common endings and sort words by their endings.	
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	Regularly Spelled Words (Space Ace)  This activity prepares students to meet the standard.	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.	
		Word Recognition Assessment (Word Survivor)  This activity prepares students to meet the standard.	Students demonstrate their recognition of reading words for the Beginning Books.	
RF.2.3d	Decode words with common prefixes and suffixes.	Introduction to Prefixes and Suffixes (Word Chop)	Students learn that there are important word parts called affixes that can be added to the beginning or to the ends of words.	

	Grade 2					
Common	Core Standard	Imagine Learning				
Number Description		Activity/Item	Description			
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.			
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .			
RF.2.3g	Identify words with inconsistent but common spelling-sound correspondences.	Regularly Spelled Words (Space Ace)	Students learn to read and understand more than 400 decodable and key words presented in context sentences that are used in books the students will read. They sound out or blend letter sounds to make a word, choose the correct way to say the word, or click a special button to hear a phonics rule.			
		Introduction to High-Frequency Words (Note This)	Students learn to read and understand more than 200 sight words presented in context sentences. Each of the context sentences is used in one of the books the students will read.			
		High-Frequency Words (Blaster)	Students practice identifying sight words. This is a timed game with the goal of identifying the correct word as quickly as possible. At the end of the activity, a printout of sight word flash cards is provided.			
		Word Recognition Assessment (Word Survivor)	Students demonstrate their recognition of reading words for the Beginning Books.			
Fluency	Fluency					
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.						
RF.2.4a	Read on-level text with purpose and understanding.	Independent Reading (Read on My Own)	Students read stories and academic articles.			
		Independent Passage Reading (Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).			

	Grade 2			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.	
Speaking	and Listening			
Comprehe	ension and Collaboration			
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Introduction to Listening (Put It Together)  This activity prepares students to meet the standard.	Students learn the metacognitive strategy of selective attention, on words, phrases, and sentences to improve listening comprehension.	
		Listening Comprehension Practice (Listen Up)  This activity prepares students to meet the standard.	Students listen to sentence and paragraph prompts and apply the metacognitive strategy of selective attention in order to answer listening comprehension questions.	
Language	e Standards			
Vocabular	y Acquisition and Use			
L.2.4. Det array of st		own and multiple-meaning words and ph	nrases based on grade 2 reading and content, choosing flexibly from an	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Introduction to Prefixes and Suffixes (Word Chop)	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	

	Grade 2			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Listen and Read (Glossary for Leveled Text)	Students listen to a model read a leveled selection. All leveled selections have clickable bolded glossary words, totaling more than 800 foundational and academic vocabulary words, each accompanied by a simple definition. A translation is also available.	
		Independent Passage Reading (Glossary for Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
Reading S	tandards for Literature			
Key Ideas d	and Details			
RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Leveled Text Comprehension (Understand What I Read)	Students identify important ideas in their reading selection by answering questions on main idea and supporting details, compare and contrast, cause and effect, etc.	
		Leveled Text Comprehension (During Reading Questions)	Students answer questions while reading a leveled selection. They answer a pre-reading question, then another in the middle of the selection followed by a question at the end. Questions focus students' attention and support their understanding.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Independent Passage Reading (Time to Read)  This activity prepares students to meet the standard.	Students read along as a narrator reads a short informational passage written at the level appropriate to the reader (below basic, basic, and proficient).	
Craft and S	Structure			
RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Discover Story Vocabulary (Word-a-Tron)  This activity prepares students to meet the standard.	Students learn the meaning of important story vocabulary, including the meaning of some idiomatic expressions or figurative language such as "like a sheet of gray fog."	
		Word Meaning Accuracy (Find the Word)  This activity prepares students to meet the standard.	Students select a word on a page based on a definition, synonym, or antonym. Students rely on their vocabulary knowledge as well as context.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Read Leveled Text: Listen and Read This activity prepares students to meet the standard.	Students listen to a model read a leveled selection. Selections are paired; one story provides background knowledge for the other. Some pairs include instruction in text types. <i>Curtains Up</i> describes the features of a play. Then students apply their knowledge by reading a play. The book <i>Is it a Myth?</i> describes features of a myth, which are then illustrated by the myth, <i>Phaethon's Ride</i> .	
RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.	Printout: Reading Response Journal  This activity prepares students to meet the standard.	Students connect to their reading by responding to a writing prompt.	
		Oral Reading Test (Read and Record Leveled Text)  This activity prepares students to meet the standard.	Students learn about point of view in the books, <i>View from the Top</i> and <i>Magic Trick</i> ; both of which explore point of view.	
Integratio	n of Knowledge and Ideas			
RL.3.9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	Intro to Compare and Contrast for Literature (Sort it Out)	Students learn how to compare and contrast narratives.	
		Compare and Contrast Literature Guided Practice 1 (What's the Story?)	Students learn how to compare and contrast similar main characters where one is in a rural setting and the other is in an urban setting. Students read passage 1 followed by passage 2 as they complete story maps for both passages.	
		Compare and Contrast Literature Guided Practice 2 (Story Circles)	Students compare and contrast story elements in a graphic organizer.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Independent Passage Reading (Time to Read)	Students independently read two narratives written at their reading level (proficient, basic or below basic). They apply their skills of comparing and contrasting information in literature passages.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
Range of F	Reading and Level of Text Complexity			
RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Independent Passage Reading (Time to Read)	Students independently read informational passages written at a level matching their reading abilities (proficient, basic or below basic).	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections. Selections are paired; one provides background knowledge for the other. For example, students learn how to obtain information from a timeline when they read <i>Create a Timeline</i> and <i>Exploding Mountain</i> .	
		Leveled Text Comprehension (Understand What I Read)	Students answer questions about their reading. The task of answering reading comprehension questions is scaffolded. If students answer incorrectly, they receive feedback directing them to relevant pages of the book. Key words in the question are highlighted as well as key words in the text.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
Reading S	standards for Informational Text			
Key Ideas d	and Details			
RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Leveled Text Comprehension (Understand What I Read)	Students answer questions about informational passages and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text. Students answer a variety of questions about informational passages, including inferential, main idea, and cause and effect.	
		Leveled Text Comprehension (During Reading Questions)	Students answer questions while reading a leveled selection. They answer a pre-reading question, then another in the middle of the selection followed by a question at the end. Questions focus students' attention and support their understanding.	
		Guided Practice (Text Explorer)	Students analyze informational text about elephants in order to learn about key features such as bold glossary words, section headings, table of contents, etc.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Leveled Text Comprehension (Understand What I Read: Main Idea)	Students answer main idea questions about their reading and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text.	
		Introduction to Main Idea Questions (What's the Point)	Students learn about main idea and supporting details. Then they apply their knowledge to answer comprehension questions.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Beginning Books: Listen and Read	Students practice looking for the main idea and supporting details as they read a text, for example, the articles <i>Seahorses</i> and <i>How Do Seeds Get Around</i> .	
		Beginning Books: Understand What I Read	Students answer main idea and supporting detail questions about the text, for example, the articles Seahorses and How Do Seeds Get Around.	
		Printout: Graphic Organizer	Students identify important ideas in their reading selection by completing graphic organizers, including organizers for main idea and supporting details, compare and contrast, cause and effect, problem and solution, and story map. Students then write a summary, using their organizer for support.	
RI.3.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Printout: Graphic Organizer  This activity prepares students to meet the standard.	Students identify important ideas in their reading selection by completing graphic organizers, including organizers for main idea and supporting details, compare and contrast, cause and effect, and problem and solution. Students then write a summary, using their organizer for support.	
		Leveled Text Comprehension (Understand What I Read: Cause and Effect) This activity prepares students to	Students identify cause and effect relationships as they answer questions about informational passages. If they have difficulty, they hear an explanation about cause and effect and are directed to a helpful page in the	
C	Ctt	meet the standard.	selection.	
Craft and				
RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Introduction to Passage Vocabulary Words (Word Warehouse)	Students derive the meaning of critical reading vocabulary words by watching videos of peers using the words in authentic contexts.	

Grade 3			
Common	Core Standard	Imagine Learning	
Number	Description	Activity/Item	Description
		Practice Passage Vocabulary Words (Match It Up)	Students sort words in order to practice using their newly acquired reading vocabulary.
		Word Meaning Accuracy (Find the Word)	Students select a word on a page based on a definition, synonym, or antonym.
		Discover Story Vocabulary (Word-a-Tron)	Students select a word on a page based on a definition, synonym, or antonym. Front-loaded vocabulary acts as scaffolding and helps students comprehend what they read.
		Listen and Read (Glossary for Leveled Text)  This activity prepares students to meet the standard.	Students listen to a model read informational passages. All leveled selections have clickable, bolded glossary words, totaling more than 800 foundational and academic vocabulary words, each accompanied by a simple definition. A translation is also available.
		Independent Passage Reading (Glossary for Time to Read)  This activity prepares students to meet the standard.	Students can access glossary words while reading informational text.
		Understand What I Read (Leveled Text): Vocabulary	Students show understanding of vocabulary words within the story as they answer questions about a leveled reading selection.
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Guided Practice (Text Explorer)  This activity prepares students to meet the standard.	Students analyze informational text in order to learn about key features such as bold glossary words, section headings, table of contents, etc.
		Independent Passage Reading (Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic). They apply their skills of using text features.

	Grade 3			
Common	Core Standard	Imagine Learning	nagine Learning	
Number	Description	Activity/Item	Description	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Text Explorer Quiz (Text Expert)	Students demonstrate that they can use text features to find information and aid comprehension.	
Integratio	n of Knowledge and Ideas			
RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Guided Practice (Text Explorer)  This activity prepares students to meet the standard.	Students analyze grade-level, informational text in order to learn about key features such as bold glossary words, section headings, table of contents, etc.	
		Independent Passage Reading (Time to Read)  This activity prepares students to meet the standard.	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic). They apply their skills of using text features.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about what they have read.	
		Text Explorer Quiz (Text Expert)	Students demonstrate that they can use text features to find information and aid comprehension.	
		Leveled Text Comprehension (Understand What I Read)	Students answer questions about informational passages and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words or graphics in the text.	
RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Introduction to Compare and Contrast for Informational Text (My Kind of Art)	Students learn the concept of comparing and contrasting informational passages. They practice comparing and contrasting scaffolded, informational passages written at grade-level.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Independent Passage Reading (Time to Read)	Students independently read informational passages at grade level (proficient), below grade level (basic) or far below grade level (below basic). They apply their skills of comparing and contrasting information in informational text.	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions that require that they compare and contrast important points in the texts.	
Range of R	Reading and Level of Text Complexity			
RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Independent Passage Reading (Time to Read)	Students independently read informational passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).	
		Passage Comprehension Questions (Answer on Your Own)	Students demonstrate their comprehension by answering questions about informational passages.	
		Leveled Text Comprehension (Understand What I Read)	Students answer questions about informational passages and receive informative feedback when they answer incorrectly. Key words in the question are highlighted as well as key words in the text. Students answer a variety of questions about informational passages for a variety of genres of both narrative and expository text, including inferential, main idea, and cause and effect.	
		Read Leveled Text (Read on My Own)	Students read silently paired texts, including informational texts.	
		Oral Reading Test (Read and Record Leveled Text)	Students read and record informational passages.	

	Grade 3			
Common	Common Core Standard Imagine Learning			
Number	Description	Activity/Item	Description	
Reading S	Standards: Foundational Skills			
Phonics an	d Word Recognition			
RF.3.3. Kr	now and apply grade-level phonics and word analysis	skills in decoding words.		
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	Introduction to Prefixes and Suffixes (Word Chop)	Students learn that there are important word parts called affixes that can be added to the beginning or to the ends of words.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
RF.3.3b	Decode words with common Latin suffixes.	Introduction to Prefixes and Suffixes (Word Chop)	Students learn that there are important word parts called affixes that can be added to the beginning or to the ends of words.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
RF.3.3c	Decode multi-syllable words.	Oral Reading Test (Read and Record Leveled Text)  This activity prepares students to	Students read and record leveled selections, including both narrative and informational text.	
		meet the standard.		
		Introduction to Prefixes and Suffixes (Word Chop)	Students learn that there are important word parts called affixes that can be added to the beginning or to the ends	
		This activity prepares students to meet the standard.	of words.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	
RF.3.3d	Read grade-appropriate irregularly spelled words.	Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.	
		This activity prepares students to meet the standard.		
Fluency				
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.				
RF.3.4a	Read on-level text with purpose and understanding.	Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.	
		Independent Passage Reading (Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Read Leveled Text: Read on My Own	Students read silently paired texts, including informational texts.	
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.	
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as	Word Meaning Accuracy (Find the Word)	Students select a word on a page based on a definition, synonym, or antonym.	
	necessary.	Learn Common Prefixes and Suffixes (Fix It Up)  This activity prepares students to meet the standard.	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.	
		This activity prepares students to meet the standard.		
Speaking	and Listening Standards			
Comprehe	nsion and Collaboration			
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Leveled Text Comprehension (Understand What I Read: Main Idea)  This activity prepares students to meet the standard.	Students identify the main idea and the supporting details in a selection. If they have difficulty, they learn what a main idea is and are directed to a helpful page in the selection.	
		Leveled Text Comprehension (During Reading Questions)  This activity prepares students to meet the standard.	Students answer questions while reading a leveled selection. They answer a pre-reading question, then another in the middle of the selection, followed by a question at the end.	

Grade 3			
Common	Core Standard	Imagine Learning	
Number	Description	Activity/Item	Description
		Introduction to Main Idea Questions (What's the Point)  This activity prepares students to meet the standard.	Students practice identifying the main idea in short passages, receiving specific feedback. Extra passages are provided if students need more practice.
		Beginning Books: Listen and Read	Students practice looking for the main idea and supporting details as they read a text, for example, the articles <i>Seahorses</i> and <i>How Do Seeds Get Around</i> .
		Beginning Books: Understand What I Read	Students answer main idea and supporting detail questions about the text, for example, the articles Seahorses and How Do Seeds Get Around.
		Graphic Organizers (Leveled Books Printout)	Students identify important ideas in their reading selection by completing graphic organizers, including organizers for main idea and supporting details, compare and contrast, cause and effect, problem and solution, and story map. Students then write a summary, using their organizer for support.
Presentat	ion of Knowledge and Ideas	,	
SL.3.5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Oral Reading Test (Read and Record Leveled Text)	Students read and record leveled selections, including both narrative and informational text.
Language Standards			
Conventions of Standard English			
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

	Grade 3			
Common Core Standard		Imagine Learning		
Number	Description	Activity/Item	Description	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	Exploring Grammar Part 1(Time Seekers 1)  This activity prepares students to meet the standard.	Students are introduced to various grammatical structures through stories that provide context. These grammatical structures are key to the development of students' oral and writing skills.	
		Exploring Grammar Part 2 (Time Seekers 2)  This activity prepares students to meet the standard.	Through explicit instruction, students learn key grammatical structures and how to use them correctly.	
		Grammar Practice (Stop the Time Bugs)  This activity prepares students to meet the standard.	Students practice grammar rules to develop automaticity.	
		Chants This activity prepares students to meet the standard.	Students listen to a variety of chants that teach important vocabulary, grammar, and language conventions. For example, students learn about possessive pronouns in "It's Mine."	
L.3.2. Dem	nonstrate command of the conventions of standard Er	nglish capitalization, punctuation, and spe	elling when writing.	
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Introduction to Prefixes and Suffixes (Word Chop)  This activity prepares students to meet the standard.	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)  This activity prepares students to meet the standard.	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Introduction to Prefixes and Suffixes (Word Chop)  This activity prepares students to meet the standard.	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)  This activity prepares students to meet the standard.	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Re-teaching Regularly Spelled Words (Get a Clue)	Students learn high-utility phonogram patterns.	
		This activity prepares students to meet the standard.		
		Phonics Rules (Phonics Commercials)	A short animation illustrating a phonics rule that applies	
		This activity prepares students to meet the standard.	to the spelling lesson is shown as an anticipatory set.	
		Ready to Spell Regular Words (Ready to Spell)	Students learn to use word family patterns to help them spell regularly spelled words.	
		This activity prepares students to meet the standard.		
		Spell Regular Words (Spell Ball)	Students practice what they have learned by playing a	
		This activity prepares students to meet the standard.	timed spelling game.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Spell Regular Words Assessment (Spell Ball Showdown)  This activity prepares students to meet the standard.	Students demonstrate their ability to spell regularly spelled words.	
Vocabular	y Acquisition and Use			
L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Word Meaning Accuracy (Find a Word)  This activity prepares students to meet the standard.	Students select a word on a page based on a definition, synonym, or antonym.	
		Leveled Text Comprehension (Understand What I Read: Vocabulary) This activity prepares students to meet the standard.	Students show understanding of vocabulary words within the story as they answer questions about a leveled reading selection.	
		Discover Story Vocabulary (Word-a-Tron)  This activity prepares students to meet the standard.	Students learn the meaning of important story vocabulary by hearing a definition (in their first language). They demonstrate their understanding of the word by selecting the appropriate blank in a sentence. They also select other words that are closely related to the target vocabulary word.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Word Meaning Accuracy (Find the Word)  This activity prepares students to meet the standard.	Students select a word on a page based on a definition, synonym, or antonym. Sometimes the prompt includes the meaning of an idiomatic expression such as "You're out," "All right!" or "I'd be toast."	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Introduction to Prefixes and Suffixes (Word Chop)  This activity prepares students to meet the standard.	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Introduction to Prefixes and Suffixes (Word Chop)	Students learn that there are important word parts called affixes that can be added to the beginning or to the end of a word. A strategy is outlined for attacking big words: (1) realize you don't know the word, (2) chop the word into parts, (3) determine what each part means, (4) check the context.	
		Learn Common Prefixes and Suffixes (Fix It Up)	Students learn to recognize more than 30 important affixes. They create words using these affixes, discovering spelling changes. They place the words into cloze sentences to complete a paragraph, using the context as a guide.	
		Practice with Prefixes and Suffixes (Affix Action)	Students make new words by adding affixes to a base word in response to a prompt. For example, the prompt might be, "What describes something you can use again and again?" Students then assemble the word <i>reusable</i> .	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Listen and Read (Glossary for Leveled Text)  This activity prepares students to meet the standard.	Students listen to a model read a leveled selection. All leveled selections have clickable bolded glossary words, totaling more than 800 foundational and academic vocabulary words, each accompanied by a simple definition. A translation is also available.	
		Independent Passage Reading (Glossary for Time to Read)	Students independently read passages at grade level (proficient), below grade level (basic) or far below grade level (below basic).	
L.3.5. Der	monstrate understanding of figurative language, word	relationships and nuances in word meaning	ings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	Word Meaning Accuracy (Find the Word)  This activity prepares students to meet the standard.	Students select a word on a page based on a definition, synonym, or antonym. Sometimes the prompt includes the meaning of an idiomatic expression such as "You're out," "All right!" or "I'd be toast."	
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	Introduction to Academic Vocabulary (Word Videos)  This activity prepares students to meet the standard.	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words.	
		Vocabulary Game 1 (Cool Cars)  This activity prepares students to meet the standard.	Students practice the meaning of academic nouns by completing cloze sentences embedded in one of 200 videos, reviewing the same word taught in "Word Videos: Introduction to Vocabulary," but in a new context.	
		Vocabulary Game 2 (Go for the Gold)  This activity prepares students to meet the standard.	Students learn academic verbs, adjectives, and adverbs. Students show vocabulary knowledge by choosing the correct word to go in a cloze sentence illustrated by a video.	

	Grade 3			
Common	Core Standard	Imagine Learning		
Number	Description	Activity/Item	Description	
		Vocabulary Review (Name That Word)  This activity prepares students to meet the standard.	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the word <i>classify</i> , students first hear the following audio: "Would you this animal as a bird or a fish?" If they answer incorrectly, they watch a video where a teacher hands a student a rock and asks her to it.	
		Vocabulary Test (Show What You Know)  This activity prepares students to meet the standard.	Students demonstrate understanding of new academic vocabulary by completing a cloze sentence illustrated by a new video context.	
		Introduction to Advanced Academic Vocabulary (Word Alert)  This activity prepares students to meet the standard.	Students develop advanced academic vocabulary by studying the meanings of important content words from math, history, and science. Students view three video contexts in order to acquire a deep understanding.	
		Advanced Academic Vocabulary Practice (Galactic Goal) This activity prepares students to meet the standard.	Students practice newly learned advanced academic vocabulary. They choose the correct vocabulary word to complete a cloze sentence.	
L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Introduction to Vocabulary (Word Videos)  This activity prepares students to meet the standard.	Students develop academic vocabulary by learning the meanings of important content words and observing how each word is used in complete sentences. Videos provide context and communicate meaning for less concrete academic words.	

	Grade 3		
Common Core Standard		Imagine Learning	
Number	Description	Activity/Item	Description
		Vocabulary Review (Name That Word)  This activity prepares students to meet the standard.	Students try to use the fewest number of clues to identify the correct academic vocabulary word. For example, for the word <i>classify</i> , students first hear the following audio: "Would you this animal as a bird or a fish?" If they answer incorrectly, they watch a video where a teacher hands a student a rock and asks her to it.
		Introduction to Advanced Academic Vocabulary (Word Alert)  This activity prepares students to meet the standard.	Students develop advanced academic vocabulary by studying the meanings of important content words from math, history, and science. Students view three video contexts in order to acquire a deep understanding of the word.
		Advanced Academic Vocabulary Practice (Galactic Goal) This activity prepares students to meet the standard.	Students practice newly learned advanced academic vocabulary. They choose the correct vocabulary word to complete a cloze sentence. If they answer incorrectly, they see a video illustrating the word's meaning.
		Academic Vocabulary Review (Crossword Countdown)  This activity prepares students to meet the standard.	Students review the advanced academic vocabulary they have learned by completing a crossword puzzle.